“TRIO: The Blueprint for a Lifetime of Success,” is the theme for TRIO Day at the Hughes Metropolitan Complex, Wichita State University (WSU), February 20, 2008. The Office of Special Programs’ TRIO: Upward Bound Wichita Prep (UBWP), Upward Bound Math Science (UBMS), Communication Upward Bound (CUB), Veterans Upward Bound (VUB), Student Support Services (SSS), Disability Support Services (DSS), Talent Search (ETS), McNair Scholars Program (MS), and Educational Opportunity Centers (EOC) Programs; and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), the Office of Disability Services (ODS), and the Policy Analyst Director (PAD) coordinate services and activities. We are excited this year to welcome two new TRIO Programs to our celebration and Wichita State University, Communication Upward Bound, and Veterans Upward Bound.

The nine TRIO Programs, Kansas Kids @ GEAR UP and the ODS collaborate and celebrate the goals and accomplishments of each program. Each program complements the other to provide comprehensive services to address the needs of the populations served. Committed and dedicated staff work to ensure opportunities are available to eligible participants from elementary to postsecondary school.

On TRIO Day, participants are provided sessions that help improve their personal and academic growth. These sessions are designed to help middle and high school students, persons with disabilities and adults expand their knowledge base.

I applaud the staff who work to ensure each age group attending TRIO Day receives information appropriate and relevant for their needs. All aspects of the day are evaluated to obtain information that includes the relevancy of topics, effectiveness of presenters, understanding of purpose, and suggestions for future TRIO Day activities.

The Higher Education Act of 1965 as amended is the authorizing legislation for the TRIO Programs. This important legislation is currently under review for reauthorization. Equal Educational Opportunity for individuals served by each of the Programs is a commitment to participants. The Programs continue to request the support and commitment of the community and Wichita State University. The participants in the Programs have accomplished much and continue to make their mark on the city, state, region, and nation.

Please enjoy the first edition of the 2008 TRIO Day Magazine that shares information and profiles a student from each program. Feel free to contact a program for further information, to recommend an individual for participation, or to volunteer your services. See you on TRIO Day.

Sincerely,

Deltha Q. Colvin
The TRIO Disability Support Services program (DSS) began its 7th year of serving students with disabilities on September 1, 2001. The program’s goal is to increase the college retention and graduation rates of students with learning, physical and psychological disabilities. Services provided by DSS include: academic advising, individualized tutoring, career exploration and referral, study/life skills improvement, grant aid and scholarship opportunities, computer technology lab usage, financial aid search, graduate school selection and information, course selection and degree planning assistance, book/computer loan program (desktop and laptop) and campus and community involvement opportunities.

DSS provides opportunities for academic development, assists students with basic college requirements and motivates students with disabilities towards the successful completion of a baccalaureate degree!

Below are some of the qualitative and quantitative statistics for grant year 2006-2007:

**Qualitative:**
- Updated DSS website at [http://webs.wichita.edu/dss](http://webs.wichita.edu/dss)
- Contacted campus and community organizations and established opportunities for DSS students to become involved.
- Offered Study Skills Workshops in the following areas:
  - Learning Basic Computer Skills
  - Time Management
  - Reading & Note Taking
  - Learning & Memory
  - Motivation
  - Test Taking Skills
- 21 Tutors were available for tutoring in lower level undergraduate courses during the Fall, Spring and Summer semesters.
- Reviewed program students’ self identified needs and completed an Educational Development Plan of study for each student.
- Assessed all program students learning styles and explained the significance to them.
- Provided personal, academic, financial aid, career options and graduate school selection advising.
- Fifth Annual DSS Luncheon held in May 2007 to recognize program students, tutors, graduates and scholarship recipients.
- DSS Newsletter – published bi-monthly.
- Adaptive Computer Lab – 9 stations available to students with disabilities.
- Study Skills Videotape Library – 40 Video Instruction and taped DSS workshops added for student checkout. Out of these, 8 were purchased, 24 were made by DSS and 8 were donated.
- Textbook Loan Program – 88 books were added to the DSS library this grant year (8 were bought by DSS and 80 were donated).
- Individualized Study Skill Instruction available to program students.
- Writing Assistant available to assist students (individual/group) with outlines and written papers.
- A total of 7 desktop computers were available for student checkout.
- A total of 10 laptop computers were available for student checkout.

**Quantitative:**
- 115 students received program services.
- 67% (79) of the students with disabilities were
Paul

Paul is a twenty-five year old, low-income, white male who has a learning disability. He joined Disability Support Services on October 30th, 2006. Paul states that, “I’ve been attending Wichita State for seven and a half years.”

Paul expressed that, “I had always been a very hyper and active person, yet I always had a strong difficulty with school and learning. Once I was diagnosed with ADHD, I could only assume that medication was the only thing that could assist me with my learning disability. As the years went by while taking college courses, I began to learn that my ‘disorder’ was more detrimental at multiple times in my life. I had contemplated dropping out of college, because I just couldn’t seem to excel like the rest of my friends.” Paul goes on to state that the challenges became so great that he started to take extreme offense to people who would tease him about his inability to learn.

It was at this low point in his life that a friend of his told him about the Disability Support Services (DSS) program. He says, “I decided to check it out. For the first time in my college career, I had the support of people who were genuinely concerned and extremely supportive of my educational needs.”

Paul says that during his tenure at WSU, the majority of friends and instructors who he used to be disrespectful of, gave him support. Paul also relates that his parents were a continual source of support and love for him and that his appreciation for them continues to grow. Paul says a close buddy of his provided him with a lot of spiritual support. He said one of the other tough times were trying to come up with financial aid for his schooling. He says, “At first my parents were able to support me, but I then had to get a job to help pay for my education.” Another great source of help, Paul states, “The DSS program was like a whole new atmosphere of understanding and supportive people.”

Paul says that Janet Jensen (Advisor for Barton School of Business) had seen him through a lot of hardships during his college career. He says that, “She has always given me wonderful support, and in-fact, she was the second motivating person that recommended that I join the DSS program.” Also, Paul states that “Phil Bowers (Academic Advisor for DSS), Grady Landrum (Director of Office of Disability Services), and Mary Rice (Test-Taking Coordinator for ODS) have all gone out of their way to show me their support and I truly appreciate both of these programs’ help.”

Paul states that some of the obstacles that he had to face while attending college were both financial and personal. Both his father and his grandfather had strokes in 2005, and he had to continue working to pay for school while still worrying about their health. He states that he was also involved in an automobile accident in 2002 that left him temporarily physically disabled. He says that, “I broke my Talus Bone in my heel, and the doctors told me that I would never be able to run again. However, through personal perseverance, rehab and extensive training, the next summer I ran and participated in the Half-mile marathon up Pike’s Peak.”

Paul summarizes how he overcame obstacles to achieve his goal of obtaining a college degree. He says, “I couldn’t have found a better program then DSS. I only wish I had enrolled in the program sooner. My family and my closest of friends have given me continuous support with my education. I can’t thank them all enough for all the love and support that they have given me. I have also had a handful of instructors that have gone out of their way to help me focus on my needs and cater to my learning style. I can only hope that I can repay these people someday for their patience and understanding that they have given me throughout the years.”

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The purpose of the Office of Disability Services (ODS) is to provide access in the educational environment at Wichita State University. ODS works with faculty, staff, students, and guests of the university to provide access for activities, programs, and services offered at WSU. This purpose is accomplished by the office being proactive in their approach in the provision of services. The main group of people served are students. Since 2001 ODS has provided services to more than 900 students. Below are a few of the main services ODS provides for students each semester.

**Sign Language Interpreting**
Each year ODS serves 5-10 students who need sign language interpreters for their classes because the students are either hard of hearing or deaf. The Assistant Director coordinates all these services for students and instructors on campus. Last year, the office provided 4885 hours of interpreting services for classroom and extra curricular activities for students.

**Note Taking Services**
Last year, 128 students were eligible for note taking services from ODS. The Director coordinates these services and approximately 75 students are paid for their notes. One way to find note takers is to send emails to entire classes letting them know ODS is seeking someone to sell their notes to our office. This process can generate as many as 500 emails a semester until the amount of note takers needed are found for the semester. This process is usually very intense for the first 4 weeks of the semester.

**Testing Services**
Of the 225 students ODS served last year, 203 were eligible for testing services outside the regular classroom setting. This service is coordinated by the Administrative Specialist and involves the scheduling of test rooms, proctors, and the pick up and delivery of tests. Over the years ODS has streamlined this process so that students and faculty experience few problems in the administration of tests.

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The ODS office typically engages three types of students; the traditional freshman coming to college for the first time, the transfer student from another college, and the returning adult student who has not been in school for several years and is returning for a college degree. In the following section a few glimpses of some of the experiences that traditional entering freshman will have during their first year at WSU is shared.

The incoming freshman has little or no idea of how the college environment works, especially when it comes to how services are provided for students with disabilities. Many students with disabilities that have received services in high school or feel they have been “labeled” and do not want to have a similar experience in college and so they are a little reluctant to seek out services. ODS sends out a form to every student that is accepted at WSU explaining the services and ask them to contact us if they would like to talk about services in college. One of the main differences new students must realize is that they are now in control of their services and must seek out those services.

Once on campus and when they have decided to access services, the student will make an appointment to see the director of ODS to do an intake for the semester. Usually, the student comes in for the intake without any documentation of their disability and very little information or knowledge of how their disability affects them in an educational setting. During the first meeting, the director will explain how services work and how a student can access the services for each class. Students will often want to try college “on their own” first to see how they fare in classes. This gives the new student the opportunity to explore where they will need specific services in the college setting and it also allows them to take ownership for their service.

As students decide the services that they need in their classes the ODS office works with the student and the instructor to ensure services run smoothly and effectively, meeting both the student and instructor’s needs. At this point, students face another major decision: how much do they disclose to their instructor about their disability. This decision can be very fearful if a student is not very knowledgeable about their disability and how it affects them in an educational or classroom setting. The student who has been well versed in self advocacy skills and has a good understanding of their disability will do well during this encounter with their instructor.

During the semester, most students start to feel more and more comfortable in their new surroundings and realize that services for students with disabilities at the college level are much different than in the K-12 environment. If the new student makes the necessary adjustments to own their disability, learn to be their own advocate, and know their disability and how it affects them in college, they are well on the way of managing their disability for life. The timid student has a great opportunity to develop and mature and become a strong self advocate as they move through their college experience. Often these students use fewer services as they progress through college because they develop new coping and advocacy skills. These skills will be with them as they transition into the world of work and beyond.

**Escorting Services**

Although not required to provided this service by law, the ODS staff feels as an institution that this service provides a vital need to students who experience permanent or temporary mobility impairments. The ODS office has two golf carts that are used to provide over 3400 escorts on campus per year. The Senior Administrative Assistant coordinates this service and schedules student assistants who drive the carts on campus.
Talent Search/Project Discovery is a Federal TRIO Program under the Higher Education Act of 1965 (Subpart 4. P.L.92318).

The program receives its funding from the United States Department of Education. It is the highest funded ($513,873) TRIO program in the state of Kansas and serves the most students of any Kansas TRIO program (1,500). The program staff identifies middle school and high school students who have potential for success at the postsecondary level and encourages these students to complete secondary school and enroll in postsecondary education.

The program’s counselors share information and help students navigate through the maze of student financial aid and college admissions. Since at least two-thirds of the Program’s participants are low-income individuals who are potential first-generation college students, services to meet their unique academic needs are planned. A system (logic model) to comprehensively evaluate the program in formative and summative methods ensures that improvements in program procedures and services are employed.

The target area for the program includes high schools and middle schools in USD 259 and high schools in Southeast Kansas (Baxter Springs, Field Kindley, Galena, Riverton, and Sedan). The following provides an overview of the services that are provided to program participants.

Academic advising, assistance in pre-college course planning and college course selection

Counselors advise students on the Kansas Board of Regents pre-college curriculum to ensure postsecondary eligibility. A four week-long summer program on high school preparation assists eighth grade students in making a successful transition from middle school to high school. Graduating seniors are advised on college course offerings and possible majors. Juniors and seniors are advised and assisted to take classes for college credit while still in high school.

Assistance in completing college admission applications and financial aid forms

Students receive technical assistance in completing college admission applications and financial aid forms. Counselors assist students in utilizing on-line applications. A computer lab is available for students to complete on-line applications and to complete the FAFSA. Counselors review applications and students are advised of admission application fee waivers for TRIO participants available at many colleges and universities.

Assistance in preparing for college entrance examinations

Program staff advises students on preparing for the ACT and SAT exams. The program’s resource library houses study guides and practice test materials. Computers with ACT preparation software are also available for student use. The Educational Development Assistant/ACT Coordinator conducts workshops throughout the year for schools and community agencies. ACT registration fee waivers are provided to students who meet low income guidelines.

Mentoring and career counseling

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**Student Profile: Talent Search**

**Alex**

Alex is a sophomore at Hutchinson Community College. He’s still deciding on a major course of study and that’s okay as far as the staff at Talent Search is concerned. Many on the staff have watched Alex grow physically and emotionally since the 7th grade. As a longtime participant of the program, Alex’s happy go lucky attitude was what separated him from many of the other students. He connected with the staff almost immediately and then kept coming back until he graduated from high school. He still stops by when he is on break to ask questions or just to talk to the staff and update them on his life. Sounds like a fairly traditional route that he took to work his way into college. To those who don’t know him, Alex’s story isn’t very special. However, to those in Talent Search who know him, understand very well that his story is one of hard work and perseverance.

When Alex, along with his twin brother (Adrian) arrived for the Summer Enrichment Program (SEP) on the first day, it was apparent that he would be one of the students who would take full advantage of the summer program’s offerings (classes, field trips, and basketball). Each day, Alex would play ball with the other students and staff then head into his classes eager to learn. The same intensity he brought to the court carried over into the classroom. Although his pre-test scores in math and language arts were average, he rarely got frustrated or disinterested when presented with subject matter that was unfamiliar with him. He improved his post-test score by ten points which indicated that he made good use of his time in the program.

For the next two years, Alex and his brother would walk each day in the summer to continue their participation in the SEP. Both attended Brooks Middle School before moving on to Heights High School where they graduated in 2005. Alex went on several program sponsored campus visits including the University of Colorado, University of Texas, and other large universities. However, Alex with the help of his program counselor, Heather Ybarra, decided that the best situation for him would be in a smaller environment.

Alex and his twin are the oldest children in the family. His three younger siblings joined the program as well and are currently attending high school. Despite the lack of a consistent male figure in the home and growing up under below poverty conditions, Alex has managed to make the most of his educational opportunities thus far. After he completes his associate’s degree, Alex wants to attend a major four-year institution. With the proper guidance and support, he will undoubtedly become the first in his family to receive a bachelor’s degree.
The program’s Educational Development Assistant/Mentoring Coordinator arranges for students to participate in activities which help them develop as young men and women. In the past, the program designed “Girl Power” and “Men of Destiny” seminars for middle school students. These seminars touch on sensitive developmental issues such as self esteem, responsibility, and self awareness in addition to study skills, time management, and listening skills. The Educational Development Assistant/Career Coordinator in southeast Kansas presents workshops at high schools and community centers on hot careers and educational opportunities.

**Tutorial services and summer school enrichment program for middle school students**

Tutoring is provided to students attending certain middle schools in USD 259. The program maintains a staff of 5 tutors to supplement learning for math, language arts, and other subjects. During the months of June and July up to 50 students are selected for the program’s Middle School Summer Enrichment Program (SEP). The SEP is held on the WSU campus and students attend classes for math, language arts, study skills, reading and computer technology. Further more, during the SEP students go on field trips and listen to motivational speakers each week. During the school year, the program collaborates with other pre-college TRIO and GEAR UP programs to offer homework assistance Monday-Thursday. The Director of Middle School Programs organizes tutorial, SEP, and after-school activities such as the Homework Assistance Program.

**Guidance on secondary school re-entry or entry to other programs leading to a secondary school diploma or its equivalent**

Counselors assist students who have dropped out of high school to re-enter school or enroll in an alternative education program. The purpose of this support is to assist students in receiving their high school diploma, high school equivalency, or GED so that they may be eligible to apply to postsecondary institutions.

The professional staff consists of Larry Ramos, Director; Linda Sessions, Assistant Director; Stephanie Haynes, Director of Middle School Programs; Manivone Souriya, EDA/Financial Aid Coordinator; Myron Richard, EDA/Mentoring Coordinator; Tiffany Franks, EDA/ACT Coordinator; Earl Vore, EDA/Career Coordinator; Mick Vilaythong, Senior Administrative Assistant; and Karen Duncan, Administrative Assistant.
The Ronald E. McNair Post-baccalaureate Achievement Program (McNair Scholars Program) was created by Congress in 1989 in an effort to increase the number of minority persons pursuing “Teaching” and “Administrative Careers” in higher education. The Program also serves as a tribute to Ronald E. McNair, Ph.D., who was an astronaut and crewmember of the Space Shuttle Challenger in 1986.

McNair was born in 1950 in the small community of Lake City, South Carolina. Upon graduation from high school, he set the ambitious goal of earning his Ph.D. within ten years. That goal was accomplished in 1976 when he graduated from M.I.T. with a Ph.D. in physics. While working on laser physics at the Hughes Research Laboratory, McNair was accepted into the astronaut program and was the second African American to fly in space. The ill-fated Challenger mission in 1986, that exploded 90-seconds into the air, was his second space flight.

In 1995, the McNair Scholars Program was inaugurated on the campus of Wichita State University. Currently in its fourth, four-year grant cycle, serving twenty-eight students per grant year, the program concentrates on providing quality services to ensure that participants graduate with a bachelor’s degree from Wichita State University and improve their chances of entering post-baccalaureate study and ultimately attain doctoral degrees.

The Ronald E. McNair Post-baccalaureate Achievement Program is federally funded through the U.S. Department of Education. This Program was designed to provide research opportunities and other related academic experiences that promote the acquisition of the doctoral degree (Ph.D.) for first generation, low-income and underrepresented college students.

The WSU Program works with students from their sophomore through senior year, assisting them in preparing for graduate studies. The various services offered through the Program are listed below.

If selected for Program participation, students have the opportunity to:

● Receive assistance with developing personal and academic writing skills
● Receive course specific tutoring
● Participate in a Summer Research Methods class
● Attend monthly Faculty-led Seminars, Student Group Meetings, McNair Academy, Grad Prep, Graduate Seminar and Research Assembly Meetings
● Participate in the Faculty Mentoring component
● Engage in scholarly research throughout the academic year and summer program
● Present research findings at local, regional and national conferences.
● Prepare for the Graduate Record Exam (GRE)
● Visit college campuses
Kayla

Kayla was a participant of the Ronald E. McNair Post-baccalaureate Achievement Program from 2005-2007. She was also selected as a Robert Dole Institute Intern in 2005 and in that capacity worked for a semester with the Black America’s Political Action Committee (BAMPAC) in Washington, DC. She assisted with all candidate and issue advocacy activities of the PAC and attended high-level meetings and Congressional hearings on behalf of BAMPAC. She is pursuing a degree in criminal justice and a degree in Spanish at Wichita State University (WSU). Kayla also spent a semester abroad in Puerto Rico to submerse herself in the Spanish culture. After graduation she intends to pursue a master’s in public administration and eventually obtain a doctorate degree.

Throughout her academic career, Kayla has been committed to the achievement of excellence. She was awarded a Spanish Scholarship, a Pre-Law Scholarship, and a Cheerleading Scholarship for her undergraduate studies. For the past three years, she was honored as a National Dean’s List and Wichita State University Dean’s List recipient. She was named to the Who’s Who Among Collegiate Students in 2003-2005. She was a cheerleader for the nationally number-one ranked WSU Shockers cheerleading squad. She is also a member of the African American Student Association and the Criminal Justice Student Association. Most recently, she was promoted to Head Instructor for the National Cheerleaders Association (NCA) summer camps.

Kayla was born and raised in Wichita, Kansas. She has a brother, Justin, who attends the University of Minnesota studying Spanish, Portuguese, and French. She is active in her church, Delrose United Methodist. She gives of her time to the Iron Kids Special Olympics and regularly provides Spanish tutoring to college students. In 2006, she acted as dance choreographer for Rosehill High School Varsity Cheerleading Squad helping them win the Choreography Award.
Program Brief

The Upward Bound Math Science Regional Center began its 15th year of service to students from Kansas, Iowa, Nebraska and Missouri this year. The Center’s chief mission is to advance student interest in STEM (Science, Technology, Engineering and Math) is divided into two distinct, yet inter-related components. The summer component known as the “Galaxy Experience”, and an academic year component referred to as “The Leadership Academy.”

Each summer, fifty high school students participate in the six-eight week summer residential program on the Wichita State University (WSU) campus. Participants receive academic instruction, research opportunities, tutorial support, career counseling, and computer instruction during their stay. The curriculum is goal-oriented, interdisciplinary and interactive. It integrates the subject matter of the sciences with the tools of mathematics, writing, and computer technology. Time is also spent helping students develop critical thinking skills.

In addition to the academic instruction, career awareness training and guidance are provided. Students are involved in job shadow experiences as well as mentoring opportunities with UBMS Alumni.

During the academic year services are offered to all regional students that participated in the summer component, with intense focus placed on local students. The Leadership Academy is designed to continue the support began during the summer component. It is comprised of weekly tutorial/homework sessions, cultural and social outings, service learning opportunities and bi-weekly leadership seminars. Seminar sessions for the 2007-2008 year will focus on Financial Literacy. Regional students participate in the Leadership Academy by attending workshops via interactive television, field trips, and attending programs or meetings hosted in their home communities.

2006-2007 Program Highlights

- The program recruited and served 60 eligible students from the target states of Kansas, Iowa, Nebraska, and Missouri. Fifty-two were present for the summer residential component, 8 were involved in the academic year only.
- Thirty-one percent (31%) of participants, for whom May 2006 and May 2007 comparisons can be made, demonstrated an increase in their cumulative grade point average. Five percent (2/39) of those had an increase of .05 points or greater. Additionally, 46% or 18/39 reported a cumulative GPA of 3.5 or higher.
- Eighty-one percent (81%) of UBMS participants from 2005-2006 continued their participation for the 2007–2008 program year. Additionally, seven 05-06 participants graduated, making them ineligible for continuation. Therefore giving the program an overall retention rate of 83%. This is an increase over the 77% retention rate experienced in 2005-2006.
- Nine seniors participated as current students during the 2006 – 2007 program year and graduated in May of 2007. All nine matriculated to college the fall following their high school graduation for the 2006-2007 academic year.
- The college going rate for current UBMS seniors is 100% or 9 of 9.

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Student Profile: Upward Bound Math/Science

Nathan

Nathan is enjoying his senior year of high school at Lucas-Luray High School in Lucas, Kansas. As such, he spends much of his time playing football, leading his quiz bowl team and participating in his local 4-H chapter. While academics are important, (he sports a perfect 4.0 grade point average), his real passion in life is flight. Nathan dreams of a life as a professional pilot.

Nathan began his participation with UBMS during the summer of 2006 and plans to graduate from the program this coming May. Prior to attending UBMS, his first choice for college was Kansas State University @ Salina and the Professional Pilot or Aviation Technology programs. Two years of UBMS, exposure to the Engineering career options and one afternoon with famed WSU Aerospace Engineering Professor, Dr. Scott Miller, and engineering may have stolen his heart. His current GPA, high school rank and ACT score have made him a hot commodity and he is sought after by many post-secondary institutions such as Embry-Riddle Aeronautical University, University of South Dakota School of Mines, Wichita State University and Kansas State University.

The oldest of five siblings in a farm family, Nathan aspires to use the solid foundation provided by his rural family, to make the most of his life in his dream vocation. In his senior personal statement, he lists the lack of job opportunities in a rural setting as a primary motivator for his success. He also notes that while he is an introverted person, UBMS and other activities have helped him become a leader. He points to the yearly group science project as an example of his involvement and leadership development.

“Even though I am somewhat introverted, I still take charge and lead. I also fit into a team and contribute very well. For UBMS, I was required to complete a research project with a group and present that project in front of an audience. I worked with my group to complete tasks wholly and on time.”

This high school valedictorian has come to know success as a result of much hard work. He taught himself to play the guitar last year and a recent computer failure has fostered a desire to build a computer from the basic components. His quest for learning seems to be only the beginning as he prepares for the biggest lesson of all... transitioning to life on his own in the big city.

Upward Bound Math Science (Cont.)

- Seventy-seven percent (77%) of UBMS Class of 2001 graduates completed a program of post-secondary within six years. There were thirty-two students in the high school graduating class of 2001. One student died during her collegiate career. Of those remaining 31 students, 24 have graduated from post-secondary and two are on track to do so. One student pursued military service in an effort to pay for higher education and four are working. Of the working students, at least three attended college for at least a year. This objective was met.

- Six of the aforementioned students completed the program or participated throughout their senior year, including participation in the bridge program. Of those six, five or (83%) have graduated from postsecondary; the remaining student is a senior with plans to graduate in May of 2008.
The Upward Bound Program mission seeks to provide an infrastructure that allows students to prepare for post-secondary education, complete secondary school, and acquire skills and abilities for educational success. Services and activities are designed to improve academic and personal needs. The Program’s primary goal is to assist limited-income, first-generation and secondary school students with disabilities in developing their academic potential. Building on years of experience, the Program’s unique role resides in the opportunity to provide a summer residential experience on a college campus and a supportive academic year experience. Challenging students to perform to the best of their ability and realistically consider post-secondary degree attainment is important to the success of the Program. The Program affords students the opportunity to interact with a highly qualified and professional staff attuned to a student’s unique needs.

History
The Economic Opportunity Act was signed into law in August of 1964, and the concept of Upward Bound was developed simultaneously in the Office of Economic Opportunity. Eighteen Upward Bound pilot programs, enrolling 2,000 students, began in the summer of 1965. By the summer of 1968, there were 285 Upward Bound Projects with an enrollment of more than 25,000 students. During the 1980-81 fiscal year, there were 446 Upward Bound Programs across the nation.

The Wichita Project was funded in 1965 and held its first Upward Bound Summer Program on the campus of Friends University in 1966. The Wichita Public Schools, Friends University, Kansas Newman College (then Sacred Heart College), Wichita State University, and Butler County Community College were cooperative sponsors of the Project, with the Wichita State University campus as the host institution.

The objective of the Wichita Prep Program has been to provide the motivation and basic skills instruction necessary for youth to successfully pursue and complete post-secondary education.

Wichita Prep, the name of the Program, serves an average of seventy-five (75) students per year who need academic instruction, tutorial assistance, personal and academic counseling, post secondary assistance, cultural exposure, and career development. Upward Bound has served the University and Wichita community well over the years. Since the beginning, the Upward Bound Program has assisted over 2,000 students in the Wichita area. The success, status, and achievements of former participants are many.

Profile
The Wichita Prep/Upward Bound Program is federally funded and hosted by Wichita State University. Participants are drawn from the Wichita Metropolitan area and USD 259 public schools. These freshmen, sophomores, juniors and seniors must meet federal guidelines for participation.

Even though the Program averages 75 participants a year, Wichita Prep prides itself on specialized attention to each student. The student body is multi-ethnic with a potential for success in post secondary education. Students from USD 259 high schools receive group and individualized assistance. Identified goals, measurable objectives, activities and timetables keep staff aware of the Program's focus. The support of University, public schools, and community members strengthen the Program's efforts to assist low-income and potential first
The Boley Six

After the abolition of slavery, many Black pioneers went on to create their own towns which sprung up all over the United States. One of these towns was Boley, Oklahoma. Boley was founded even before the state of Oklahoma's entrance into the Union by more than four years! Many young and even some older African Americans did not know about Boley and its contributions. So, Ms. Janice Thacker, USD 259 former counselor, artist and author began a project to chronicle the life of the Boley people. Her quest began with a project that was scheduled for a term of six months but is still going strong after 3 years! The project is unique in that it captures the town's history by using original artwork and poetry, all of which will be included in a book written by Ms. Thacker entitled, "Black-Owned Land Equally Yours." Upward Bound/Wichita Prep was contacted when Ms Thacker solicited help in completing some research and illustrations for the book. That's when the 'Boley Six' came about. These are six exceptional UB students who came on board to help Ms. Thacker finish this labor of love. The students who were chosen for this UB/WP Student Profile and who represent USD 259 are Charity Bush (junior at North), Samara Carter (senior at Heights), Lee Jones (senior at Southeast), Torrance Lewis (junior at Northwest), Emmitt Morgan (senior at West) and Michael Weston (junior at North). The common denominator that all of these students possess are believing in the possibilities in life. They come from single parent, low-income homes and who have faced personal challenges over the years. In the ranks of these six students you will also find gifted singers and artists. These students have been 'captivated' as Christina Woods, writer for The Wichita Eagle describes them in a recent article. For over three months, they have worked tirelessly and excitedly daily along with Ms. Thacker creating a worthy tribute to Boley and its industrious town people who for over one hundred years faced some once impossible life situations. The project created not only friendships among 'the six', but gave them more desire to succeed and follow their dreams. Charity Bush goes on to eloquently say in the Eagle article..."They (the Boley people) came together to help each other and build upon each other. That self-determination is what this whole project is about." Charity was describing the people of Boley, but made an insightful analogy of herself and her fellow classmates who were a part of a project that has left an indelible impression upon their lives forever.

Upward Bound Wichita Prep (Cont.)

2006-2007 Upward Bound Wichita Prep Major Accomplishments:
- 60% of students had a 2.50 GPA or above.
- 75.6% of students either returned to the program in the fall of 2006 or graduated.
- 100% of all Bridge students graduated high school.
- 100% of all Bridge students enrolled in a post-secondary institution.
The Veterans Upward Bound Program (VUB) hosted by Wichita State University (WSU) serves 120 veterans residing in the Greater Wichita Metropolitan Statistical Area (MSA) and Sedgwick, Butler, and Harvey Counties. The program provides target area veterans access to the services of a federally funded educational program for overcoming barriers to postsecondary education. The VUB program located on the WSU campus, assists urban limited-income, potentially first generation college participants.

The program design includes providing tutoring, counseling, career and academic planning, preparatory courses for college enrollment, and referral services. The Program will assist veterans by focusing on the following:

(a) Academic Improvement on Standardized Test
(b) Education Program Retention and Completion
(c) Postsecondary Enrollment
(d) Postsecondary Persistence

The VUB encourages and prepares participants to attend postsecondary institutions that prepare them for higher paying jobs with greater job mobility, more flexible career opportunities, and productive rehabilitation into civilian life. Comprehensive but academically focused services provided by the program aid participants in fully realizing educational potential and options.

The program designs courses, workshops and seminars, presentations, activities and services to ensure veterans have an opportunity to prepare and succeed in postsecondary education, a career and life after high school. The curriculum, services, and activities include:

1) Completing basic skills and advanced classes that prepare participants to successfully complete secondary and college courses;
2) Understanding the state and national standards developed for course curriculums;
3) Understanding advanced and basic skills for effectively using academic course techniques;
4) Improving English and math skills, including comprehension, writing, speaking clearly, math concepts and ability to pass English and math proficiency exams;
5) Using techniques and strategies for test taking, study skills, critical thinking and improving reading and time management;
6) Applying for financial aid and scholarships; reading a college catalog and registering for classes; and understanding how to apply for college;
7) Exploring career options and understanding requirements to acquire skills and abilities (i.e. developing a resume and use of acquired skills.);
8) Communicating with other ethnic and racial groups; and
9) Pursuing other academic and educational avenues.

YEAR ROUND ACADEMIC COMPONENT:

1. Tutorials: Tutors and instructors provide tutorial assistance in reading, math, science, social studies, Monday-Friday and every other Saturday for 3 hours during the academic year.
2. Saturday Sessions: The Saturday three-hour schedule includes tutoring, academic instruction, and career exploration. Special workshops and seminars with guest presenters enhance study skills, test taking, note taking, academic instruction, career development, and cultural awareness.
3. Group and Individual Counseling: Staff works with participants providing personal, postsecondary, academic, and career counseling. Participants receive intense instruction and counseling based

(Continued on page 27)
The new TRIO Communication Upward Bound program offers at-risk youth in the Wichita area an opportunity to hone their communication skills and learn how to work with and write for varied media outlets.

The centerpiece of the program is a four-week intensive residential summer camp for high school students, housed on the Wichita State University campus and run by faculty and staff in the Elliott School of Communication. Students learn about the new world of communication while learning and honing their public speaking, writing, and media production skills. Students produce their own newspapers, video broadcasts and web sites, and learn to work together in a professional setting to express their unique views.

Community media professionals contribute their time and skills to help mentor this important generation of future communicators. Year-round tutoring in all academic areas, field trips and Saturday activities help students stay in touch with their peers and their mentors.

The program is run by Dr. Amy Mattson Lauters, an assistant professor in the Elliott School of Communication. Dr. Lauters, a former print journalist and freelance web designer, teaches class in public information writing, media studies, visual technologies and communication history and theory. Her primary research focuses on the roles of women in media history and literary journalism. Her first book, *The Rediscovered Writings of Rose Wilder Lane, Literary Journalist*, came out in February 2007 from the University of Missouri Press.

“I’m excited to be starting this wonderful journey with TRIO,” Lauters said. “My experiences in high school journalism summer camps, much like the one we’re launching with CUB, proved to be invaluable to my life’s journey. I wouldn’t be here today without it.”

Lauters is seeking other full- and part-time staff to get the program off the ground. An assistant director/curriculum coordinator, data specialist, and program secretary will be added to the staff, and existing faculty in the Elliott School have already volunteered their time to make the program a success.
Student Support Services provides a multiplicity of academic support services to students with limited income, who are first generation and/or with disabilities, enabling them to persist and graduate from Wichita State University.

The Program provides an interconnected series of academic support services: academic success skill development to achieve course success, peer tutoring to master course content, intensive academic and personal advisement to build confidence and reach the goal of graduation.

- **Program services** enabled students to be retained at WSU while sustaining them on federal financial assistance in the amount of $3,957,846.73

- **202 students** were awarded Program-based scholarships

- **13 tutors** earned College of Education credit through CESP 750E WSU course, certification from CRLA at Regular, Advanced and Master levels.

- **49 prior SSS students** were enrolled in Graduate School at WSU (Source: University Registrar, 2007)

- **Highest level of funding** for SSS-TRIO Programs in the State of Kansas $396,444.00

- **Tutoring**: Outcome-based individualized semester long tutoring by 31 tutors, trained monthly through CESP 750E Tutoring Techniques

- **Twenty-Eighth Annual Awards and Recognition Banquet**: Graduates (77), Scholarship winners (202) and Tutors (31) were honored. Administrator of the Year was presented to Dr. James Kelley, Dean of Operations and Personnel, Campus Life & University Relations.

- **Advising**: Academic, course selection, degree planning, academic success skills, career, personal, financial aid, and graduate school entrance.

- **Series of Educational and Cultural Enrichment Activities**: Academic Success Skills development, textbook loan library, monthly newsletter, Twenty-eighth Annual Cultural Spring Fling, Technology Learning Lab, and Recognition Banquet.

- **Technology Usage, Relational Database**: Facilitates tracking, monitoring, documenting and evaluating student academic achievement, thereby meeting measurable objectives in the US Dept. of Education’s funded application, services provided to students follow GPRA guidelines.

- **266 students received program services**

  - **17%** were on the Dean’s Honor Roll
  - **18%** received Academic Commendation
  - **94%** had cumulative GPA = to or > 2.0
  - **42%** had cumulative GPA = to or > 3.0
  - **541 credit hours were supported through 2,039.50 hours of tutoring**
Ray is a 34 year-old nontraditional first generation college student. He wanted to make something of his life, and have a career he enjoyed, and knew that returning to college would be the only way to achieve this goal. Once he returned to school, he was encouraged to continue his education by his advisors at Wichita State. After four years at WSU, he earned his Bachelor’s degree in Exercise Science.

Ray joined the SSS Program in the Fall of 2004 as a Junior. He was having difficulty with his math class and needed to pass to fulfill the general education requirements. He requested a tutor for his Contemporary Math class and attended all tutoring sessions. He was determined to pass the class with the assistance of his tutor. His determination, motivation, and persistence paid off because he received an “A” in his math class, and earned a 3.80 GPA for the semester. He was awarded many scholarships while in the program, checked out many textbooks from the Textbook Loan Library, and used the Technology Learning Lab often during each semester. Ray also came in to talk with his Academic Advisor, Kimberly Woolf, on a monthly basis where he was advised about classes, study techniques, time management, and received a great amount of encouragement.

Ray is currently enrolled in the Exercise Science Master’s Program at WSU with a projected graduation date of May 2008. His goal is to open his own fitness facility in the following two years.

Rays’ advice to freshmen SSS students is to “Hit the books and keep focused!”

Disability Profile:
- DSS provided over 422.2 counseling contact hours with program students.
- 530.8 tutoring hours were provided to 41 program students.
- 15 program students graduated.
- 20 program students were on the Dean’s Honor Roll.
- 16 program students received Academic Commendation.
- Awarded over $36,000 in Grant Aid and scholarships to students with disabilities at Wichita State University.

Paul graduated from Wichita State University on May 12th, 2007 with a Bachelor of Arts in Marketing, with a Minor in Business. He currently works for an outdoor mentoring program that focuses on “At Risk” youths. At this time, he wants to continue working for this program.
Overview of the EOC Program:
The Educational Opportunity Centers Program helps primarily limited-income adults who would be the first in their families (first generation) to attend college and secure the needed financial assistance for their educational options and careers. EOC Programs were established under the Educational amendments of 1972. The mission of the Wichita State University EOC Program is to assist adults who desire to improve their job opportunities through education. Located in the Wichita State University’s Metropolitan Complex, the program offers college application assistance, financial aid technical assistance and career advising to 1,000 eligible adults each year. To accomplish program goals and objectives, collaborative efforts have been established with various community agencies such as the United Way of the Plains, Wichita Workforce Center, COMCARE, Wichita Area Technical College, Goodwill EDGE Program, and Project Encore of Andover.

Technology Resource Center
All participants are required to develop an Education Action Plan and must devote a minimum of two hours in the EOC Technology Resource Center (TRC) where they learn about Educational Technology. Educational Technology Labs help to ensure that all participants are introduced to and acquire core computer skills such as: Microsoft Office Word, Internet Search, and Email. The TRC also offers a place where adults refresh their basic education skills, engage in career research, obtain tutoring, and conduct self directed searches using the internet, software, books, and video.

Today a Reader…Tomorrow a Leader Initiative:
This is a campus and community adult literacy effort wherein participants are given books and encouraged to establish or enhance their home libraries. Free books (including text books, general reading, career focused books and family friendly resource materials) are offered to participants on an on-going basis. Over 500 books are distributed each year.

Adult Learner Week Celebration
Each year in July, the EOC Program hosts events to educate and recognize adult learners and their supporters. The EOC staff and members of the Advisory Board request and obtain proclamations from both the City of Wichita and Sedgwick County in recognition of adult learners. A day long Summer Institute for adult learners is held on the WSU Campus. Following the conclusion of the Institute, EOC participants who reach significant benchmarks are honored in a ceremony during which they are presented with achievement certificates.

About the EOC Program Staff
Program staff are trained and certified through the Kansas Board of Regents – Adult Education Division.

2006 - 2007 Program Highlights
● Assisted 1,343 walk-ins to the EOC office.
● Assisted 157 (of 157 college ready adults to enter or persist in college)
● Offered 27 Financial Aid Workshops

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Steve

Steve is a Hispanic male in his early 50’s with physical disabilities. He is a first-generation prospective student since neither one of his parents had attended college. His sister was a motivator for him when she completed her Radiology degree because it made him realize that he was never too old to return to college. Steve attempted college and stopped-out over 30 years ago due to his inability to balance the demands of work and class homework. Steve provides and cares for his aging parents who both have medical needs. This responsibility has increased the importance of him finding a stable, yet flexible, career in order to continue to provide care for them.

Steve re-entered higher education this fall 2007 semester. He is currently attending Butler County Community College and aims to obtain a minimum of a 3.00 GPA. Steve plans to transfer to Wichita State University in Fall 2009 to complete a Bachelor of Arts in Business/Entrepreneurship.

As stated by Steve, “TRIO is the foundation for any new student and returning adult student to enter college,” and constantly remarks about the need to come to the EOC Program prior to entering college. According to Steve, without EOC’s help, he feels that he would not have known what to prepare for, how to prepare for it, nor be successful as a returning adult student.
Kansas Kids @ GEAR UP (KK@GU) has completed its fifth year of funding and providing services to foster care and low income, (K-12 grade) children throughout Kansas. Throughout the 2006-2007 grant year, all six regions (Pittsburg, Kansas City, Topeka, Dodge City, Wichita and Emporia) provided support services to students in all parts of the state. The six regional offices are complemented by seven satellite offices (Chanute, Salina, Great Bend, Pratt, Garden City, El Dorado, and Hutchinson), and staffed by 30 full time personnel, 50 tutors and four student assistants. With the help of major partners, KK@GU is currently in its sixth year of making a positive impact on the goals and educational aspirations of foster care and limited income children.

Kansas Kids @ GEAR UP is a federally supported, state partnership grant, whose priority population is foster care students. While investigating the needs of foster children and reviewing established data, it was discovered that nearly 40% of foster children do not graduate from high school. Therefore, the immediate goal of KK@GU is to assist the target population in reaching high school graduation, followed immediately by preparing them for post secondary education. Other goals include:

a) To support students academically, one of the major components of this grant is after school programming, which consists primarily of tutoring services. These services are provided in schools, community settings, and at residential sites for students in foster care. Some schools have requested and are receiving tutoring services during regular hours.

b) College tours, career exploration, life skills and study skills and workshops are offered during evening and weekend programming.

c) Family nights are offered to educate families about requirements for post secondary education programs. Regional newsletters are produced and mailed to all enrolled KK@GU families. The newsletter features important information regarding preparedness for post secondary education, financial aid, scholarship opportunities as well as topics related to choosing a career and the benefits of a post secondary degree.

d) All of the aforementioned activities are conducted with the goal of improving high school graduation rates and college entrance rates. Scholarships are used as an incentive to improve academic performance, high school graduation rates, and career planning goals.

During summer programs, some students were (Continued on page 22)
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

given an opportunity to explore careers and were encouraged to set personal career goals. Through the efforts of KK@GU, students and parents have gained knowledge about post secondary education and resources available to them. Each region of KK@GU is unique in its methods of offering programming and the specific services offered in that area of the state. For example, Region 5 (Wichita) had great success sponsoring the National Youth Sports Program (NYSP) this summer at Wichita State University. Other regions have reported that current programming such as tutoring services (which in some cases has enlisted parental involvement), college tours, cultural activities and personal contact with students have thus far had a great impact on students. Regional coordinators and staff agree that many of the activities are new experiences for KK@GU students and this is changing “mind sets” and attitudes regarding school and individual potential.

Since the inception of this grant, the accomplishments have been major. Outstanding accomplishments include, the development of strong partner relationships in each region, program planning throughout the calendar year for each region, staff embracing their role in identifying and documenting in-kind contributions, and the recruitment and enrollment of 2500 students. Major accomplishments have also included educating partners about benefits for students enrolled in KK@GU, setting the KK@GU primary focus on foster care children, conducting an extremely successful statewide conference for all GEAR UP programs and partners in the state and continuing to hire staff for all six regions. These accomplishments required much effort on the part of all staff members.

KK@GU looks forward to continued statewide development with the anticipation of positively impacting student goals, student academic performance, and student potential. With the arrival of the sixth year of the program, the results of KK@GU services are beginning to show in the form of high school graduation and enrollments into institutions of higher education.

Additional information
Kansas Kids @ GEAR UP, in developing this statewide grant, has experienced numerous successes in a very short period of time: partnerships with privatized foster care agencies, partnerships with local school districts, recruitment and enrollment of 2500 students, positive community visibility for KK@GU, program offerings in all six regions, engaging Regents universities and community colleges in the goals of the project, a committed advisory board, student testimonials, disbursement of the fourth year of scholarships, publication of bi-monthly newsletters, a web site continuously updated, and overall enthusiasm of all those involved about the potential for students served by KK@GU.
Bradley

Bradley is currently a senior at a high school in Topeka, KS; he will be graduating in December 2007. Bradley’s story testifies to the importance of having group support, including programs such as GEAR UP to help guide his success.

A combination of past gang involvement and his mother’s imprisonment has kept Bradley as a long-term resident at a group home in Topeka called The Villages. During his time at the group home, Bradley has become a responsible and mature young man. He has steadily worked a part-time job while keeping his grades in the “B” average range. Bradley wasn’t sure what he wanted to do after high school, but he knew he didn’t want to go back to a life of gangs as when he was younger.

Starting in April of 2006, Kansas Kids @ GEAR UP began tutoring at The Villages group homes where Bradley lives. Besides attending occasional tutoring sessions, Bradley also actively participated in GEAR UP social activities, but over the past several months he has utilized the mentoring component of the program to help him prepare for college.

At first, Bradley was hesitant about GEAR UP’s involvement; he said that he has a difficult time trusting adults as he has been let down many times in his life. One of the tutors/mentors in the Topeka office has spent much time with Bradley discussing college options. She assured him that she would keep in touch with him throughout the semester by email, phone calls, and in person to make sure he got all the help he needed with the enrollment process. Since their first meeting in September, 2006, they’ve met weekly to discuss college issues such as the enrollment process, financial aid, campus living arrangements, course scheduling, scholarships and many other facets of college life. Bradley became more and more excited about the possibility of attending college. After visiting and touring Highland Community College in Highland, Kansas, Bradley decided to apply for admission. His past mentor meetings with the GEAR UP tutor helped him understand what qualities to look for in choosing a college.

With the help of GEAR UP and his Villages social worker, Bradley completed his application and was accepted to the college. He has even been recruited by the track team and he’s also interested in trying out for the basketball team.

Bradley has shown remarkable growth during this past year. He said that he never thought he’d be a college student; he can’t help but smile when he talks about his future. While the majority of the work and dedication must be attributed to Bradley, GEAR UP certainly played an important role in showing him the options available to him and in guiding him through the college admission process. The Topeka staff with Kansas Kids @ GEAR UP is positive that Bradley will do well in school and become a successful leader in life.
Office of Special Programs

Evaluation as an OSP Culture: The Office of Special Programs (OSP) administers several educational programs. Education is both a process and outcome driven activity. Thus, by implication an evaluation of such programs should be both process and outcome driven. Moreover, with several administrative and policy decisions associated with evaluation findings, program evaluation has evolved from assessing value of product and services, to exploring ways and means of adding value to existing products and services. In this context, an attempt is being made here to provide an insight into how evaluation has become an integral part of program administration.

Outline: This issue of the newsletter presents a snapshot piece of all the school-based OSP programs. The programs covered by this article are: Upward Bound Wichita Prep (UBWP), Upward Bound Math Science (UBMS), TRIO Talent Search/Project Discovery (TS/PD), and Kansas Kids @ GEAR UP.

Upward Bound Wichita Prep

Acknowledgment: Ms. Jerris Martin & Mr. Charlie Jenkins

Introduction: In the past two years, UBWP has been conducting a scientific evaluation of its three main services: the Tutoring component, the Saturday Sessions, and the Summer Component.

Tutoring Component: During 2006-2007, the Tutoring Component was evaluated using a triangular method: the evaluation of the sessions by the tutor, the tutee, and by the tutor supervisor. The academic change in the participant grades through the year was used as a frame of reference for tutoring impact. The evaluations findings showed an overall student satisfaction with their tutors and tutoring sessions. This evaluation has motivated the UBWP staff to provide a more rigorous tutoring component and to establish a long-term academic tracking plan to assess the extended impact of tutoring on participants.

Saturday Sessions: The Saturday Sessions were evaluated by allowing the participants evaluate every Saturday Session they attended. Overall assessment revealed that the participants were satisfied with the organization of the sessions. However, with the outcomes of the study skills workshops, certain participants indicated that their learning outcomes were not satisfactory. The UBWP staff is now looking at ways and means to make the study skills workshops more skills and learning oriented. They also plan to include assignments based on the sessions to assess participant learning.

Summer Session: The Summer Session of the UBWP was a success since most participants rated it as a very productive experience. They were satisfied with the tutor counselors, the academic course components, the living conditions, and the overall summer experience. However, participants’ self-rating of the learning outcomes showed that their learning in critical areas of Math and Science was not as impressive as in Social Sciences. Nevertheless, the participants indicated that the best part of the summer session was an opportunity to experience college life.

UBWP seeks to continue its summer session focus on exposing the participants to the academically rigorous side of college life.

For 2007-2008, the UBWP plans to assess the relative impact of each of the components on the overall efficacy of the program, using its logic model.

(Continued on page 25)
An Evaluation Summary of Pre-College Programs (2006-2007)

Upward Bound Math Science

Acknowledgement: Ms. Kaye Monk-Morgan

Introduction: For 2006-2007, the Upward Bound Math Science Program (UBMS) developed a comprehensive evaluation plan developed in part by the TRIO Policy Analyst and based on the Logic Model, a social science evaluation tool. The program administrative staff worked with students and staff to evaluate program components and treatments (formative) for effectiveness and frequently reviewed program outputs to determine overall outcomes and impact (summative).

Individual Needs Assessment: All program activity began with the establishment of baseline data. Students completed interest surveys and needs assessments at the beginning of each program component. In addition to these surveys, each family had the opportunity to determine personal goals for each component. Individual student goals, student interest and need surveys and the approved program objectives determined the activities and treatments provided for each student.

Evaluation Process & Instruments: This was followed by a routine evaluation of individual services. Students evaluated all programming treatments including tutorial support, campus visits, social/cultural activities and leadership/personal development workshops. The evaluation measures looked at content of treatment, relevance of treatment, staff competencies, learning outcomes, as well as the efficiency of treatment delivery.

The program evaluation model included the use of surveys, focus groups, and use of program generated and school compiled data to determine progress towards pre-established goals and objectives. Pre-and post exams were program favorites to demonstrate increases in core competencies and skills. In addition to the administration of pre-post instruments, the staff reviewed data compiled from schools to evaluate outcomes such as improved school attendance, improved grade point averages, improved attitude towards school/learning.

Assessing Impact: Ultimately, impact was determined by analyzing three trends on which UBMS is fundamentally based: higher rates of high school graduation; higher rates of college matriculation the fall following high school and higher collegiate graduation rates within six years of high school graduation. The UBMS program used a six year post high school graduation tracking program to evaluate outcomes in each area. Student academic progress was monitored through the National Student Clearinghouse, routine phone calls, use of social networking sites and any other means necessary or available.

For 2007-2008, the UBMS evaluation plans both formative and summative evaluation measures. Equal attention will be paid to the evaluation of program outcomes and impact as is the process used to get there.

Educational Talent Search/Project Discovery

Acknowledgement: Mr. Larry Ramos & Ms. Linda Sessions

Introduction: A commitment to program improvement and a comprehensive evaluation plan are the hallmarks of the systemically integrated program evaluation efforts at ETS/PD. During 2006-2007, the director, Mr. Larry Ramos envisioned a robust formative evaluation that would bring positive changes and make the program more dynamic. TS/PD used the program logic model as a guide to construct and administer evaluation instruments for program activities.

The program was evaluated in four components: evaluations by middle school participants, evalua-
Grade Level Evaluations: The middle school participants gave an overall positive remark about workshops such as ACT workshop, organizational skills workshops, college information and personal counseling. Most respondents indicated that they often received the information they needed to fulfill their academic needs. The 9th, 10th and 11th graders were happy with services such as college information, career information and academic information. The senior evaluations also reflected high level of rating for college information, and financial aid information. Overall, the three groups of participants were satisfied with the program services, and indicated that they would recommend the program positively to other people.

Tutoring Component: The tutoring evaluation component involved evaluating the tutors and indicating if the sessions satisfied their academic needs. Except in few instances, the participants recorded satisfaction with the tutors and the tutoring provided. Several respondents reported that tutoring usually fulfilled their academic need.

Overall Assessment: During the year 2006-2007, about 10% of the program effort was directed in formative and summative evaluation. According to the director, the evaluation reports maintain a fine balance between the staff and student evaluations so as to get a more inclusive picture. Also, the reports recommend for 2007-2008 a higher level of rigor and more extensive evaluation component that would include the program services provided in the Southeast Kansas region.

Kansas Kids @ GEAR UP

Acknowledgement: Ms. Corinne Nilsen, Mr. Vic Chavez & Ms. Diangela Looney

Introduction: The State-Wide Kansas Kids @ GEAR UP (KK@GU) is strongly committed to provide educational services to thousands of kids in foster care. The theme to understand its evaluation has been “needs assessment,” in its totality.

The State Director has been interested in evaluating three specific kinds of needs: first, the needs of the grant (by assessing the quality and efficacy of the services, and the baseline data collected), the needs of the partners (KK@GU works with partnership with 75 agencies across the State), and the needs of the clientele (the specific population served).

The Grant Needs: For the grant year 2006-2007, the program achieved all the objectives set according to the grant requirements. Also, the program regularly assessed each of its services. For instance, Region 5 evaluated all its services including the Weekend Program, Workshops, and Campus Visits. In each of its assessments, the students recorded their responses about what they liked, did not like, improvement in the activity, if the activity met their expectations, and their level of satisfaction. Overall data suggested that the students were satisfied with the activities, and that they suggested more hands-on activities. The Program Center Coordinator by adding his/her own comments enabled positive changes in the activity.

The needs of the partners: KK@GU conducted a GEAR-UP Partner Needs Survey for about 75 partners. Part I of the survey asked the partners’ experiences working with KK@GU staff. Part II enquired about GEAR UP services. On questions
in Part I, several partners indicated an agreement on their “exciting and willing partnership,” with KK@GU. On questions in Part II, the partners recorded their satisfaction with KK@GU services for their agency and its constituents. The partners requested more training for staff to work with at-risk students, and more self-enriching programs.

The needs of the clientele: KK@GU also conducted a series of focus group discussions with the KK@GU participants to assess their satisfaction and needs. The report indicated that most KK@GU participants were satisfied with the services. Nevertheless, they also indicated needs such as; hiring more tutors, conduct more campus visits, more use of computers, and more hands-on activities. Overall, a review of the focus group discussions and the high school records of the participants suggested that the program should continue focusing on providing high academic services such as tutoring, educational workshops, and computer based instruction.

Thus, the KK@GU program provided an effective evaluation system for both formative and summative evaluation for 2006-2007. For 2007-2008, the program envisions continuation of the rigorous evaluation system with a focus on making the services dynamic and appropriate for the needs of the grant, partners and the clientele served.

OSP Evaluations

As seen from the above summaries, each program has adopted and adapted strategies to gather data and conduct evaluation studies of their respective services. Although the approaches may be different, what is common is a commitment to the mission of providing quality services to its clientele and seeking constant improvement.

on assessment results, academic performance, and instructor progress reports.

4. College and Financial Aid Counseling: Instructions are given on applying for college admission and financial aid (i.e. Pell grants, ACT, SAT, federal financial aid forms, scholarship, admissions applications).

5. Career Counseling: Participants are encouraged to explore careers under-represented by minorities and women. Career planning workshops are held throughout the year to inform participants of resources for exploring their career interests.

6. Personal Counseling: Referrals when necessary ensure access to additional support systems when external problems arise, that affect academic and social performance. Discussion sessions held with participants give them an opportunity to address issues and concerns in their community that affect development.

7. Educational and Cultural Enrichment Activities: Participants are encouraged to get involved in a wide variety of educational and cultural activities and events that will continue building new skills.

SUMMER COMPONENT: The purpose of the Summer Component is to provide academic instruction, tutoring, guidance and counseling (individual and group), career information, post-secondary planning, advising, and educational programs at extended times. Participants are provided sessions on the WSU campus and in the community. Exposures to being in the college environment are important to helping participants make the connection to postsecondary. The curriculum includes classes taught by university teachers and students and certified public school teachers. Seminars in decision-making, critical thinking, exam preparation, note taking, study skills, and use of the library are emphasized in the academic curriculum. Classes offered include computerized instruction. Courses offered are designed to improve skills needed for postsecondary, personal development, completion of adult basic assessments, and passing proficiency assessments.